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BOSTON UNIVERSITY

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HIGH MORALE CLASSROOMS IN THE SUBJECT PREFERENCE STUDY

A Phase of the Research Project

Subject Preferences of Fifth-Grade Children

Submitted by

George H. Englesby

(B.S., in Education, Boston University, 1940)

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

August 1948

Boston University
School of Education

School of Education
Gift of G. H. Engles by
August 19, 1948
29920

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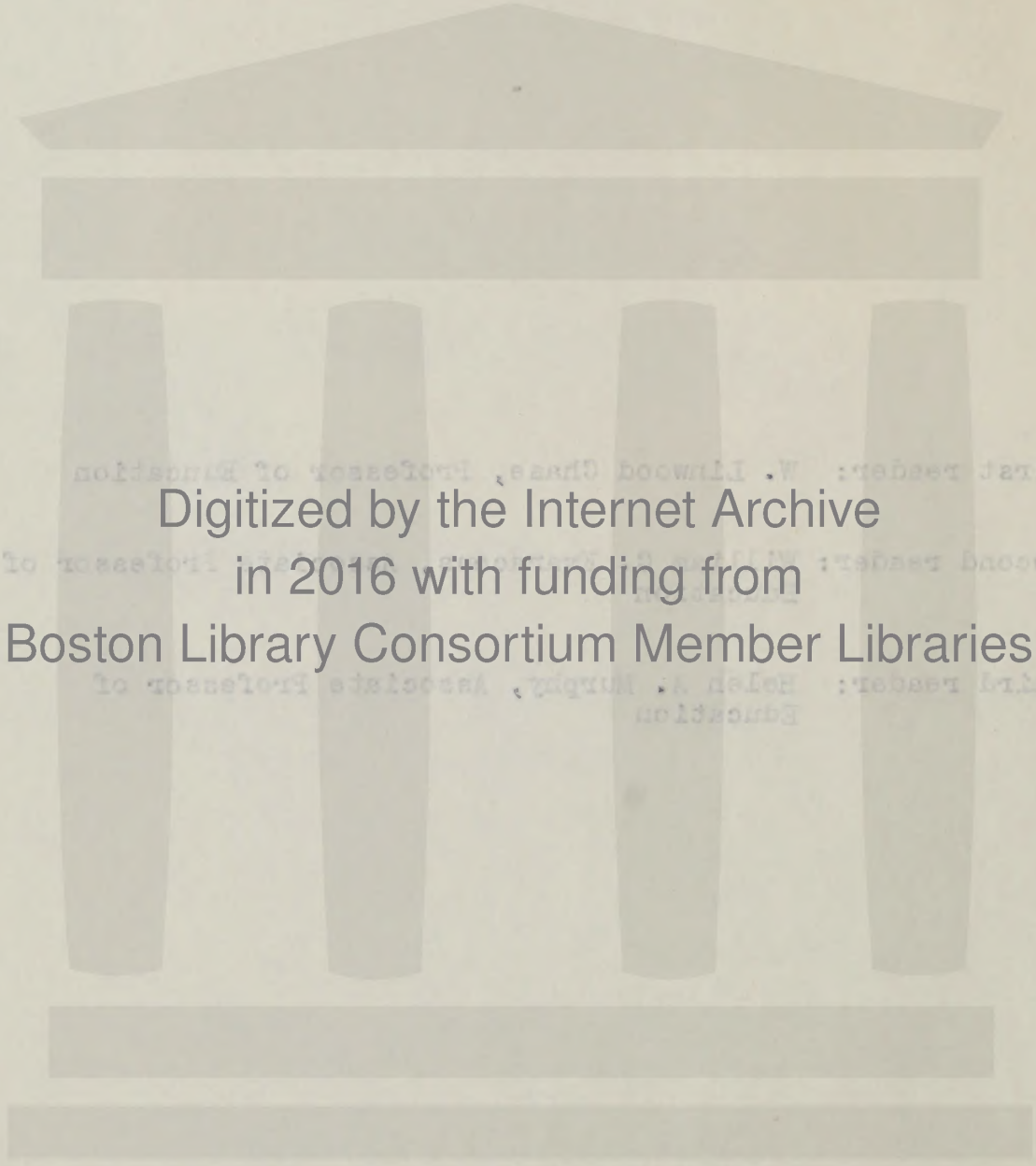

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Subject Preferences of Fifth Grade Children

"Subject Preferences of Fifth Grade Children" is a cooperative study in which a number of graduate students have contributed to the total research project. It was facilitated through the cooperation of the New England School Development Council. This thesis is one of the studies in the project. Those completed and filed as graduate studies in June and August, 1948 were:

1. Subject Preferences in the Fifth Grade by Helen C. Blanchard
2. The Reliability of the Check List Used in the Study by Francis L. Thompson
3. An Analysis of Sex Differences in Fifth-Grade Children's Preferences for School Subjects by Eleanor M. Skahill
4. Preferences for Content, Skills, and Aesthetic Subjects in Five Communities by Ado Commito
5. Children's Evaluation of the Difficulty of Well-Liked School Subjects by Katherine M. Kinsley
6. Children's Evaluation of the Difficulty of Disliked School Subjects by Esther M. Sullivan
7. An Analysis of Fifth-Grade Pupils' Subjects Preferences in Relation to Their Teachers' Preferences by Helen M. Sprague
8. High Morale Classrooms in the Subject Preference Study by George H. Englesby
9. An Analysis of the Influences of Intelligence and Age Differences Upon Fifth-Grade Children's Preferences for School Subjects by William L. Earley, Jr.

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10. An Analysis of the Influence of Achievement on Preference for Reading and Arithmetic by Mary E. Cusack

11. Differences in Subject Preferences of High-Achievement Readers and Low-Achievement Readers by George H. Gardner

12. An Analysis of the Subject Preferences of 3,403 Third, Fourth, Fifth, and Sixth Grade Pupils in the Public Schools of Quincy, Massachusetts by Francis D. Mills

13. Techniques and Practices Used in Twenty Social Studies Classrooms by William A. Wolffer

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11. Differences in Subject Preferences of High-Achievement Readers and Low-Achievement Readers by George D. Garrison.

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HIGH MORALE CLASSROOMS IN THE SUBJECT PREFERENCE STUDY

Satisfaction and contentment are two of the highest contributing factors to good achievement. Men who are satisfied with the conditions under which they work, usually produce the best results. Such is the case in our classrooms in school. If the children like the conditions under which they work, and are satisfied and happy in the situations in which they find themselves, they usually produce their best work. It is understood, by the writer, that a high morale classroom is a room in which the children are happy and like the work which they are studying. The conditions and atmosphere of a high morale classroom are conducive to fine results. Children working under these conditions have a greater interest in their work and strive to attain the highest results possible. In this study the quality of morale in a classroom has been determined on only one basis, that of the percentage of all subjects studied by all the children which have been checked by them as "like very much".

Since there has been no other study done along these lines on this grade level, there is no study of previous research with direct bearing on this particular problem.

Selection of Data and Method of Procedure.-- More than

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thirteen thousand, three hundred questionnaires containing a full list of subjects studied in the fifth grade, were submitted to children in sixty-five towns and cities throughout New England. On these questionnaires the child was asked to express his first, second, and third choices of preference for subjects. He was also asked to signify whether he liked a subject very much, or whether he disliked the subject, or whether he neither liked nor disliked the subject. He was also given the opportunity to tell whether he found the subject easy or hard. All of these answers were checked and the results tabulated.

In this total study, five hundred and sixty-one classrooms were considered. Three classrooms could not be used in the study reported in this chapter since only first, second and third choices were marked with no opinion expressed on the remaining subjects studied in the classroom.

In this chapter, the writer is dealing only with the number of subjects that the child expressed a liking for. The total number of liked subjects were compiled for each classroom and were compared with the disliked subjects and also those subjects which were neither liked nor disliked. This was done on a percentage basis by finding the percentage that the total liked subjects were of the combined total of liked, neither liked nor disliked, and disliked subjects as checked by all the children in each individual classroom.

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In this total study, five hundred and sixty-one classrooms were considered. Three classrooms could not be used in the study reported in this chapter since only first, second and third choices were marked with no opinion expressed on the remaining subjects studied in the classroom.

In this chapter, the writer is dealing only with the number of subjects that the child expressed a liking for. The total number of liked subjects were compiled for each classroom and were compared with the disliked subjects and also those subjects which were neither liked nor disliked. This was done on a percentage basis by finding the percentage that the total liked subjects were of the combined total of liked, neither liked nor disliked, and disliked subjects as checked by all the children in each individual classroom.

The percentage of likes in each classroom were tabulated and tables to show these results were built. On these tables each town was designated by a town code number, and the total number of classrooms in each town was listed. Table I was divided into seven different percentage columns with a total range of from 25 per cent to 100 per cent. In this table, the number of classrooms falling in each per cent range, according to the percentage of liked subjects, were recorded in parenthesis, while below this figure, the percentage of classrooms in the town falling within this range was recorded.

The modal range of liked subjects is the 60-69.99 per cent category. In Table II, the number of classrooms for each town falling below the modal range, within the modal range, and above the modal range was recorded within parenthesis. Beneath this figure was recorded the percentage of classrooms of the entire town falling below the model range, within the modal range, and above the modal range.

The percentage of likes in each classroom were tabulated and tables to show these results were built. On these tables each town was designated by a town code number, and the total number of classrooms in each town was listed. Table I was divided into seven different percentage columns with a total range of from 25 per cent to 100 per cent. In this table, the number of classrooms falling in each per cent range, according to the percentage of liked subjects, were recorded in parenthesis, while below this figure, the percentage of classrooms in the town falling within this range was recorded.

The modal range of liked subjects is the 80-89.99 per cent category. In Table II, the number of classrooms for each town falling below the modal range, within the modal range, and above the modal range was recorded within parenthesis. Beneath this figure was recorded the percentage of classrooms of the entire town falling below the modal range, within the modal range, and above the modal range.

TABLE I

NUMBER OF CLASSROOMS AND PERCENTAGES OF CLASSROOMS IN EACH TOWN CLASSIFIED ACCORDING TO THE PERCENTAGE OF SUBJECTS CHECKED BY THE CHILDREN AS LIKED VERY MUCH

		Subjects liked very much in the classroom						
Town Code No.	No. of Class-rooms	Per cent 25 - 39.99	Per cent 40- 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 - 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	2	--	(1) 50	(1) 50	--	--	--	---
2	1	--	--	--	(1) 100	--	--	---
3	1	--	--	--	--	(1) 100	--	---
4	3	--	--	(3) 100	--	--	--	---
5	5	--	--	(4) 80	(2) 20	--	--	---
6	2	--	(1) 50	(1) 50	--	--	--	---
7	2	--	(1) 50	--	(1) 50	--	--	---
8	4	--	--	(2) 50	--	(1) 25	(1) 25	---
9	1	--	--	(1) 100	--	--	--	---
10	21	--	--	(6) 28.57	(11) 52.38	(3) 14.29	(1) 4.76	---
11	1	--	--	--	--	--	(1) 100	---
12	4	--	--	(1) 25	(2) 50	--	(1) 25	---
13	1	--	(1) 100	--	--	--	--	---
14	2	--	--	--	(2) 100	--	--	---
15	22	--	(2) 9.09	(5) 22.73	(11) 50	(4) 18.18	--	---
16	2	--	--	--	--	(1) 50	(1) 50	---
17	1	--	--	--	(1) 100	--	--	---

TABLE I

NUMBER OF CLASSROOMS AND PERCENTAGES OF CLASSROOMS IN EACH TOWN CLASSIFIED ACCORDING TO THE PERCENTAGE OF SUBJECTS CHECKED BY THE CHILDREN AS LIKED VERY MUCH

Town Code No.	No. of Class-rooms	Per cent 25 - 39.99	Per cent 40- 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 - 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	2	--	50 (1)	50 (1)	--	--	--	---
2	1	--	--	--	100 (1)	--	--	---
3	1	--	--	--	--	100 (1)	--	---
4	3	--	--	100 (3)	--	--	--	---
5	5	--	--	80 (4)	20 (1)	--	--	---
6	2	--	50 (1)	50 (1)	--	--	--	---
7	2	--	50 (1)	-- (2)	50 (1)	--	-- (1)	---
8	4	--	--	50 (2)	--	25 (1)	25 (1)	---
9	1	--	--	100 (1)	--	--	--	---
10	21	--	--	28.57 (6)	52.38 (11)	14.29 (3)	4.76 (1)	---
11	1	--	--	--	--	--	100 (1)	---
12	4	--	-- (1)	25 (1)	50 (2)	--	25 (1)	---
13	1	--	100 (1)	--	--	--	--	---
14	2	--	--	--	100 (2)	--	--	---
15	22	--	9.09 (2)	22.73 (5)	50 (11)	18.18 (4)	--	---
16	2	--	--	--	--	50 (1)	50 (1)	---
17	1	--	--	--	100 (1)	--	--	---

TABLE I (continued)

Town Code No.	No. of Class-rooms	Subjects liked very much in the classroom: Per cent 25 - 39.99	Per cent 40 - 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 - 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			(6)	(15)	(25)	(13)		
18	59	--	10.17	25.42	42.37	22.04	--	---
				(2)	(2)		(1)	
19	5	--	--	40	40	--	20	---
				(3)	(1)		(1)	
20	5	--	--	60	20	--	20	---
				(1)	(1)			
21	2	--	--	50	50	--	--	---
				(3)	(1)			
22	4	--	--	75	25	--	--	---
			(3)	(20)	(39)	(17)	(4)	
23	83	--	3.61	24.10	46.99	20.48	4.82	---
			(2)	(3)		(1)		
24	6	--	33.33	50	--	16.67	--	---
		(1)	(1)	(8)	(1)	(2)		
25	13	7.69	7.69	61.54	7.69	15.39	--	---
				(3)	(3)	(1)		
26	7	--	--	42.86	42.86	14.28	--	---
				(1)			(1)	
27	2	--	--	50	--	--	50	---
				(1)		(2)		
28	3	--	--	33.33	--	66.67	--	---
			(1)	(6)	(2)			
29	9	--	11.11	66.67	22.22	--	--	---
30	1	--	--	100	--	--	--	---
31	13	--	7.69	23.08	53.85	15.38	--	---
				(1)				
32	1	--	--	100	--	--	--	---
			(1)	(1)				
33	2	--	50	50	--	--	--	---
				(2)	(3)	(4)	(2)	
34	11	--	--	18.18	27.27	36.37	18.18	---
			(1)	(14)	(13)	(2)		
35	30	--	3.33	46.67	43.33	6.67	--	---
					(4)	(1)	(1)	
36	6	--	--	--	66.66	16.67	16.67	---

TABLE I (continued)

Town Code No.	No. of Class-rooms	Subjects liked very much in the classroom: Per cent 25 - 39	Per cent 40 - 49	Per cent 50 - 59	Per cent 60 - 69	Per cent 70 - 79	Per cent 80 - 89	Per cent 90 - 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
				(6)	(15)	(15)		
18	59	--	10.17	25.42	42.37	22.04	--	---
				(2)	(2)	(1)		
19	5	--	--	40	40	--	20	---
				(3)	(1)		(1)	
20	5	--	--	60	20	--	20	---
				(1)	(1)			
21	2	--	--	50	50	--	--	---
				(3)	(1)			
22	4	--	--	75	25	--	--	---
				(3)	(20)	(17)	(4)	
23	83	--	3.61	24.10	46.99	20.48	4.82	---
				(2)	(3)	(1)		
24	6	--	33.33	50	--	16.67	--	---
			(1)	(1)	(1)	(2)		
25	15	7.69	7.69	61.54	7.69	15.39	--	---
				(3)	(3)	(1)		
26	7	--	--	42.86	42.86	14.28	--	---
				(1)			(1)	
27	2	--	--	50	--	--	50	---
				(1)		(2)		
28	3	--	--	33.33	--	66.67	--	---
				(1)	(2)			
29	9	--	11.11	66.67	22.22	--	--	---
30	1	--	--	100	--	--	--	---
31	15	--	7.69	23.08	53.85	15.38	--	---
				(1)				
32	1	--	--	100	--	--	--	---
			(1)	(1)				
33	2	--	50	50	--	--	--	---
			(2)	(3)	(4)		(2)	
34	11	--	--	18.18	27.27	36.37	18.18	---
			(1)	(14)	(13)	(2)		
35	30	--	3.33	46.67	43.33	6.67	--	---
				(4)	(1)		(1)	
36	8	--	--	--	68.36	16.37	16.37	---

TABLE I (continued)

Town Code No.	No. of Class-rooms	Subjects liked very much in the classroom: Per cent 25 - 39.99	Per cent 40 - 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 - 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
37	4	--	(1) 25	--	(3) 75	--	--	---
38	31	--	(1) 3.23	(16) 51.61	(11) 35.48	(3) 9.68	--	---
39	9	--	--	(5) 55.56	(3) 33.33	(1) 11.11	--	---
40	9	--	(2) 22.22	(1) 11.11	(4) 44.45	(2) 22.22	--	---
41	1	--	--	--	(1) 100	--	--	---
42	2	--	--	--	(2) 100	--	--	---
43	4	--	--	(1) 25	(2) 50	--	(1) 25	---
44	2	--	--	--	100	--	--	---
45	24	--	--	(4) 16.67	(17) 70.83	(1) 12.50	--	---
46	1	--	--	--	--	100	--	---
47	6	--	--	(2) 33.33	(4) 66.67	--	--	---
48	4	--	--	(2) 50	(1) 25	(1) 25	--	---
49	17	--	--	(1) 5.88	(4) 23.53	(11) 64.71	(1) 5.88	---
50	3	--	--	(1) 33.33	(2) 66.67	--	--	---
51	12	--	--	(3) 25	(6) 50	(3) 25	--	---
52	9	--	(2) 22.22	(1) 11.11	(4) 44.45	(2) 22.22	--	---
53	1	--	--	--	--	(1) 100	--	---
54	2	(1) 50	--	(1) 50	--	--	--	---
55	3	--	(2) 66.67	--	(1) 33.33	--	--	---
56	1	--	--	--	(1) 100	--	--	---

TABLE I (continued)

Town Code No.	No. of Class-rooms	Subjects liked very much in the classroom					
		Per cent 25 - 39.99	Per cent 40 - 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 - 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
37	4	--	25 (1)	--	75 (3)	--	--	---
38	21	--	3.23 (1)	31.81 (16)	35.48 (11)	9.68 (3)	--	---
39	9	--	--	55.56 (5)	33.33 (3)	11.11 (1)	--	---
40	9	--	22.22 (2)	11.11 (1)	44.45 (4)	22.22 (2)	--	---
41	1	--	--	--	100 (1)	--	--	---
42	2	--	--	--	100 (2)	--	--	---
43	4	--	--	25 (1)	50 (2)	--	25 (1)	---
44	2	--	--	--	100 (2)	--	--	---
45	24	--	--	16.67 (4)	70.83 (17)	12.50 (3)	--	---
46	1	--	--	--	--	100 (1)	--	---
47	6	--	--	33.33 (2)	66.67 (4)	--	--	---
48	4	--	--	50 (2)	25 (1)	25 (1)	--	---
49	17	--	--	5.88 (1)	23.53 (4)	64.71 (11)	5.88 (1)	---
50	2	--	--	33.33 (1)	66.67 (2)	--	--	---
51	12	--	--	25 (3)	50 (6)	25 (3)	--	---
52	9	--	22.22 (2)	11.11 (1)	44.45 (4)	22.22 (2)	--	---
53	1	--	--	--	--	100 (1)	--	---
54	2	50 (1)	--	50 (1)	--	--	--	---
55	3	--	66.67 (2)	--	33.33 (1)	--	--	---
56	1	--	--	--	100 (1)	--	--	---

TABLE I (concluded)

Town Code No.	No. of Class-rooms	Subjects liked very much in the classroom: Per cent 25 - 39.99	Per cent 40 - 49.99	Per cent 50 - 59.99	Per cent 60 - 69.99	Per cent 70 - 79.99	Per cent 80 - 89.99	Per cent 90 - 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
57	2	--	--	(1) 50	(1) 50	--	--	---
58	2	--	--	--	(1) 50	--	--	(1) 50
59	15	--	(1) 6.67	(4) 26.66	(7) 46.67	(2) 13.33	(1) 6.67	--
60	23	--	(2) 8.70	(13) 56.52	(4) 17.39	(5) 13.04	--	(1) 4.35
61	9	--	(1) 11.11	(6) 66.67	(2) 22.22	--	--	--
62	1	--	--	--	(1) 100	--	--	--
63	11	--	(2) 18.18	(7) 63.64	(2) 22.22	--	--	--
64	1	--	--	(1) 100	--	--	--	--
65	15	--	(1) 6.67	(7) 46.66	(6) 40	(1) 6.67	--	--
Total classrooms: 561		2	37	189	224	89	18	2
Per cent:		.36	6.59	33.68	39.93	15.86	3.21	.36

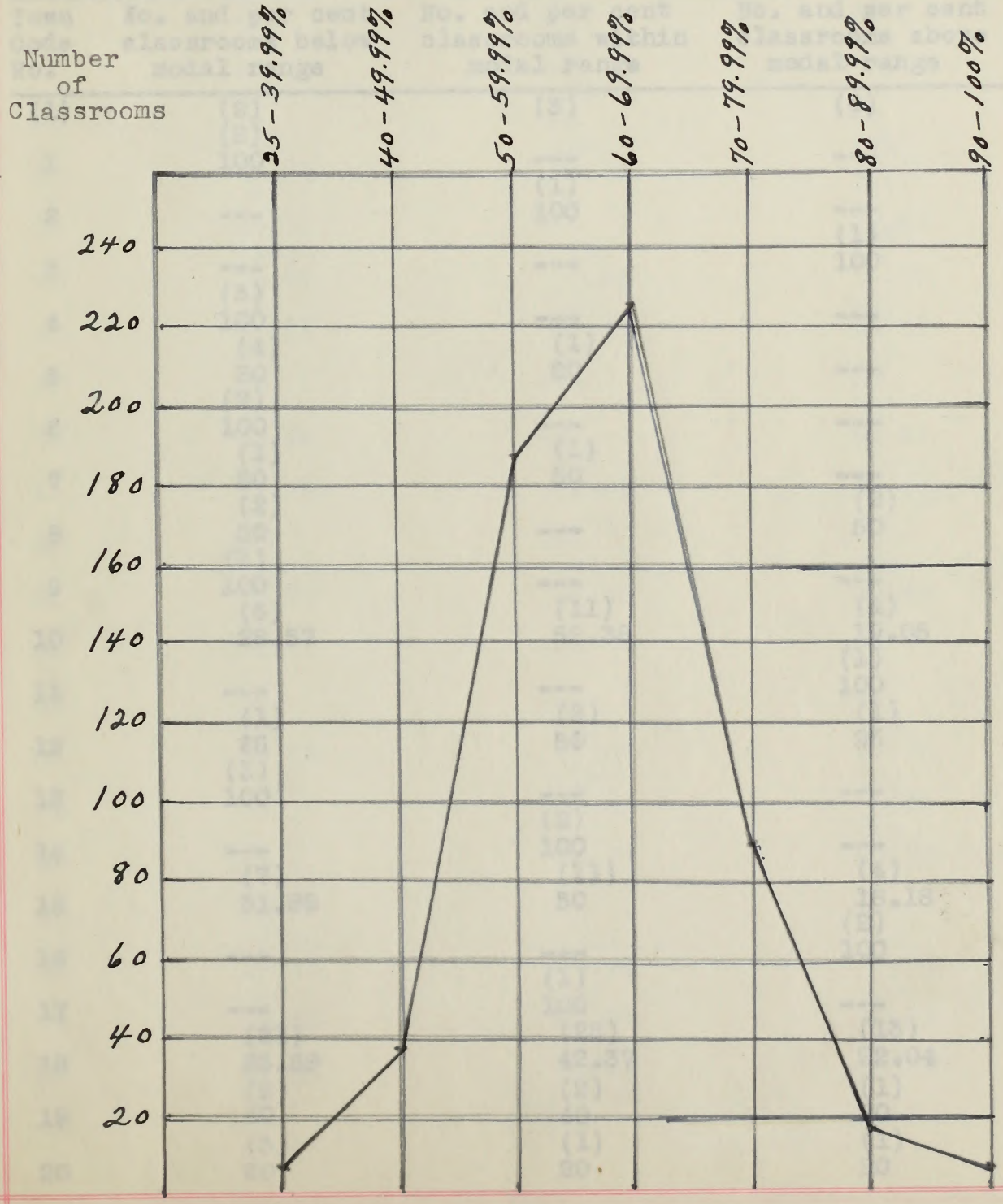
TABLE I (concluded)

Subjects filled very much in the classroom

Town Code No.	No. of Classrooms	Per cent 25 - 39.99	Per cent 40 - 59.99	Per cent 60 - 79.99	Per cent 80 - 99.99	Per cent 100
(1)	(2)	(3)	(4)	(5) (7)	(6) (7)	(8)
57	2	--	--	50	50 (1)	---
58	2	--	--	--	50 (1)	50 (1)
59	15	--	6.67 (1)	26.66 (4)	13.33 (2)	6.67 (1)
60	25	--	8.70 (1)	56.52 (13)	17.39 (4)	4.35 (1)
61	9	--	11.11 (1)	66.67 (6)	22.22 (2)	--
62	1	--	--	--	100 (1)	--
63	11	--	18.18 (2)	63.64 (7)	18.18 (2)	--
64	1	--	--	100 (1)	--	--
65	15	--	6.67 (1)	46.66 (7)	40 (6)	6.67 (1)
Total classrooms: 351		2	37	189	224	39	18	2
Per cent:		.56	6.59	33.68	39.02	10.08	5.21	.56

CHART I

DISTRIBUTION OF CLASSROOMS ACCORDING TO THE PERCENTAGES OF WELL-LIKED SUBJECTS



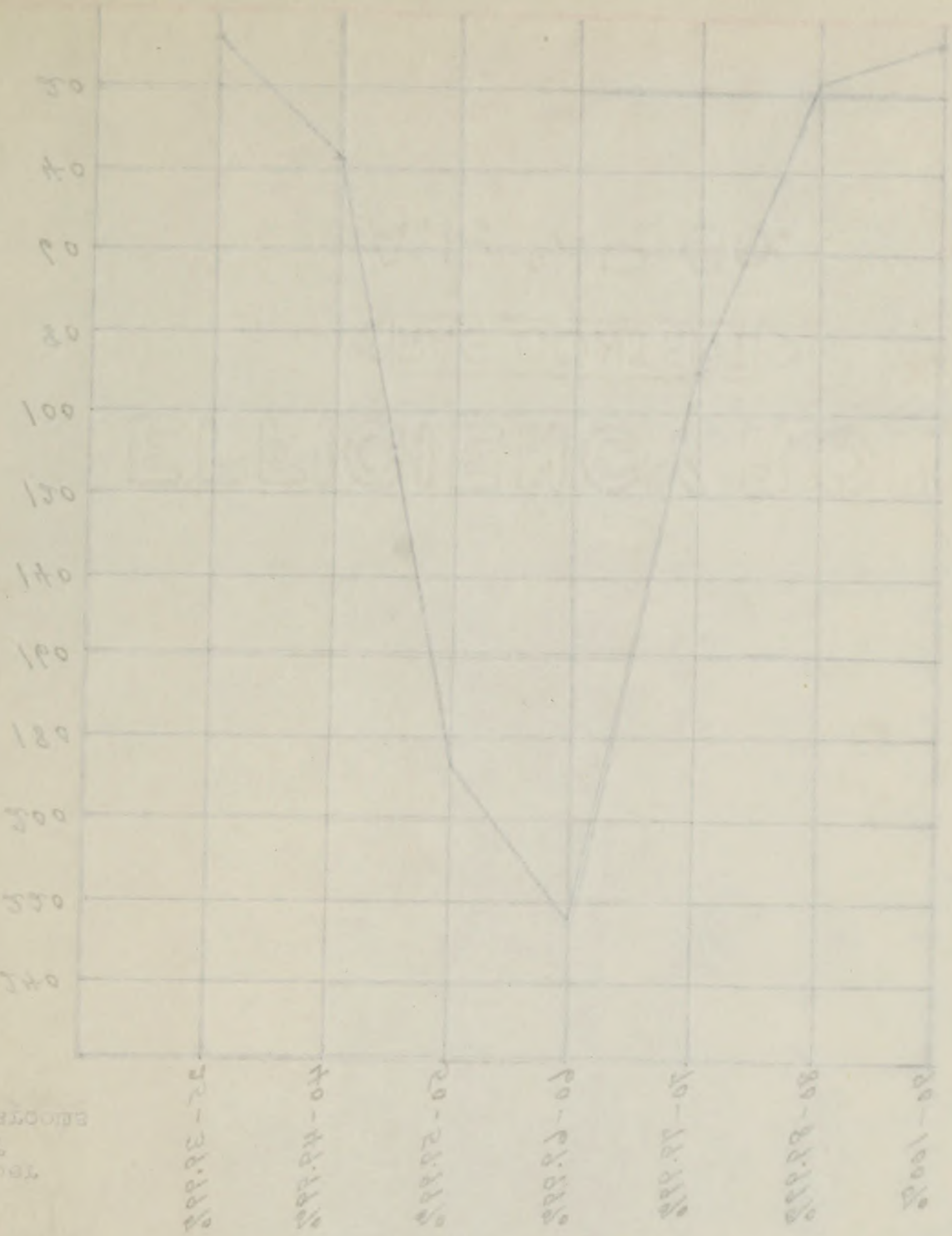


TABLE II

THE NUMBER AND PERCENTAGE OF CLASSROOMS IN EACH TOWN FALLING BELOW, WITHIN, AND ABOVE THE MODAL RANGE OF PERCENTAGE OF WELL-LIKED SUBJECTS

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
	(2)		
1	100	---	---
		(1)	
2	---	100	---
			(1)
3	---	---	100
	(3)		
4	100	---	---
	(4)	(1)	
5	80	20	---
	(2)		
6	100	---	---
	(1)	(1)	
7	50	50	---
	(2)		(2)
8	50	---	50
	(1)		
9	100	---	---
	(6)	(11)	(4)
10	28.57	52.38	19.05
			(1)
11	---	---	100
	(1)	(2)	(1)
12	25	50	25
	(1)		
13	100	---	---
		(2)	
14	---	100	---
	(7)	(11)	(4)
15	31.82	50	18.18
			(2)
16	---	---	100
		(1)	
17	---	100	---
	(21)	(25)	(13)
18	35.59	42.37	22.04
	(2)	(2)	(1)
19	40	40	20
	(3)	(1)	(1)
20	60	20	20

TABLE II

THE NUMBER AND PERCENTAGE OF CLASSROOMS IN EACH TOWN FALLING BELOW, WITHIN, AND ABOVE THE MODAL RANGE OF PERCENTAGE OF WELL-LIKED SUBJECTS

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
1	(2) 100	---	---
2	---	(1) 100	---
3	---	---	(1) 100
4	(3) 100	---	---
5	(4) 50	(1) 20	---
6	(2) 100	---	---
7	(1) 50	(1) 50	---
8	(2) 50	---	(2) 50
9	(1) 100	---	---
10	(6) 28.57	(11) 52.38	(4) 19.05
11	---	---	(1) 100
12	(1) 25	(2) 50	(1) 25
13	(1) 100	---	---
14	---	(2) 100	---
15	(7) 31.82	(11) 50	(4) 18.18
16	---	---	(2) 100
17	---	(1) 100	---
18	(21) 35.59	(25) 42.37	(13) 22.04
19	(2) 40	(2) 40	(1) 20
20	(3) 60	(1) 20	(1) 20

TABLE II (continued)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
	(1)	(1)	
21	50	50	---
	(3)	(1)	
22	75	25	---
	(23)	(39)	(21)
23	27.71	46.99	25.30
	(5)		(1)
24	83.33	---	16.67
	(10)	(1)	(2)
25	76.92	7.69	15.39
	(3)	(3)	(1)
26	42.86	42.86	14.28
	(1)		(1)
27	50	---	50
	(1)		(2)
28	33.33	---	66.67
	(7)	(2)	
29	77.78	22.22	---
	(1)		
30	100	---	---
	(4)	(7)	(2)
31	30.77	53.85	15.38
	(1)		
32	100	---	---
	(2)		
33	100	---	---
	(2)	(3)	(6)
34	18.18	27.27	54.55
	(15)	(13)	(2)
35	50	43.33	6.67
		(4)	(2)
36	---	66.67	33.33
	(1)	(3)	
37	25	75	---
	(17)	(11)	(3)
38	54.84	35.48	9.68
	(5)	(3)	(1)
39	55.56	33.33	11.11
	(3)	(4)	(2)
40	33.33	44.45	22.22
		(1)	
41	---	100	---

TABLE II (continued)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
	(1)	(1)	
21	50	50	---
	(3)	(1)	
22	75	25	---
	(25)	(58)	(21)
23	27.71	46.30	25.30
	(8)		(1)
24	83.33	---	16.67
	(10)	(1)	(2)
25	76.32	7.89	15.39
	(3)	(3)	(1)
26	42.86	42.86	14.29
	(1)		(1)
27	50	---	50
	(1)		(2)
28	33.33	---	66.67
	(2)	(2)	
29	77.78	22.22	---
	(1)		
30	100	---	---
	(4)	(1)	(2)
31	50.77	33.85	15.38
	(1)		
32	100	---	---
	(2)		
33	100	---	---
	(2)	(3)	(6)
34	18.18	27.27	54.55
	(12)	(13)	(2)
35	50	43.33	6.67
	(4)	(4)	(2)
36	---	66.67	33.33
	(1)	(2)	
37	25	75	---
	(17)	(11)	(3)
38	94.84	33.48	0.68
	(5)	(3)	(1)
39	66.66	33.33	11.11
	(3)	(4)	(3)
40	33.33	44.48	22.22
		(1)	
41	---	100	---

TABLE II (continued)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
		(1)	
42	---	100	---
	(1)	(2)	(1)
43	25	50	25
		(2)	
44	---	100	---
	(4)	(17)	(3)
45	16.67	70.83	12.50
			(1)
46	---	---	100
	(2)	(4)	
47	33.33	66.67	---
	(2)	(1)	(1)
48	50	25	25
	(1)	(4)	(12)
49	5.88	23.53	70.59
	(1)	(2)	
50	33.33	66.67	---
	(3)	(6)	(3)
51	25	50	25
	(3)	(4)	(2)
52	33.33	44.45	22.22
			(1)
53	---	---	100
	(2)		
54	100	---	---
	(2)	(1)	
55	66.67	33.33	---
		(1)	
56	---	100	---
	(1)	(1)	
57	50	50	---
		(1)	(1)
58	---	50	50
	(5)	(7)	(3)
59	33.33	46.67	20
	(15)	(4)	(4)
60	65.22	17.39	17.39
	(7)	(2)	
61	77.78	22.22	---
		(1)	
62	---	100	---

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TABLE II (continued)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
		(1)	
42	---	100	---
		(1)	
43	35	60	25
		(2)	
44	---	100	---
		(17)	
45	16.67	70.83	12.50
		(1)	
46	---	---	100
		(4)	
47	33.33	66.67	---
		(1)	
48	50	25	25
		(4)	(12)
49	5.88	23.53	70.59
		(2)	
50	33.33	66.67	---
		(3)	
51	25	50	25
		(3)	(2)
52	33.33	44.45	22.22
		(1)	
53	---	---	100
		(2)	
54	100	---	---
		(1)	
55	66.67	33.33	---
		(1)	
56	---	100	---
		(1)	
57	50	50	---
		(1)	(1)
58	---	50	50
		(7)	(3)
59	33.33	46.67	20
		(4)	(4)
60	35.29	17.39	17.39
		(2)	
61	77.78	22.22	---
		(1)	
62	---	100	---

TABLE II (concluded)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
63	(9) 81.82	(2) 18.18	---
64	(1) 100	---	---
65	(8) 53.33	(6) 40	(1) 6.67
Total classrooms:	228	224	109
Per cent:	40.64	39.93	19.43

Conclusions. Of the total number of classrooms considered two hundred twenty-eight fell below the modal range of percentage of well-liked subjects. This was 40.64 per cent of the total number. Two hundred twenty-four classrooms, or 39.93 per cent, fell within the modal range, while one hundred nine classrooms, or 19.43 per cent of the total classrooms, were above the modal range.

In the total breakdown of the group only two classrooms, or .36 per cent, had a percentage of 25-39 per cent of liked subjects, while thirty-seven classrooms, or 6.59 per cent, fell into the 40-49 category. One hundred and eighty-nine classrooms, or 33.69 per cent, fell in the 50-59 per cent bracket, while two hundred and twenty-four classrooms, or 39.93 per cent, fell into the modal group of 60-69 per cent. Eighty-nine classrooms, or 15.86 per cent, were in the 70-79

TABLE II (concluded)

Town Code No.	No. and per cent classrooms below modal range	No. and per cent classrooms within modal range	No. and per cent classrooms above modal range
(1)	(2)	(3)	(4)
63	(9) 81.82	(2) 18.18	---
64	(1) 100	---	---
65	(8) 53.33	(6) 40	(1) 6.67
Total classrooms:	228	224	109
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In the total breakdown of the group only two classrooms, or .36 per cent, had a percentage of 25-39 per cent of liked subjects, while thirty-seven classrooms, or 6.59 per cent, fell into the 40-49 category. One hundred and eighty-nine classrooms, or 33.69 per cent, fell in the 50-59 per cent bracket, while two hundred and twenty-four classrooms, or 39.93 per cent, fell into the modal group of 60-69 per cent. Eighty-nine classrooms, or 15.86 per cent, were in the 70-79

per cent bracket, and eighteen rooms, or 3.21 per cent were placed in the 80-89 per cent group. Only two classrooms, or .36 per cent, were in the 90-100 per cent category.

The size of the classroom did not seem to have any bearing on its morale as measured here, for we find high morale classrooms with a large number of children in some instances while in others the number of children were small.

There seemed to be very little effect produced by the size of the towns, because the writer found the distribution to be about the same in proportion in small towns as in large cities.

The fact that whether a man or woman teacher had any effect on high morale classrooms could not be judged by this study, as there were few men teachers in the total rooms considered.

Further studies. The writer would suggest that a further study might be made on this subject of high morale classrooms as here considered in relation to the kind of supervision carried on in the various cities and towns. The amount of professional training of the individual teachers is another factor that might be worthy of further study in relation to children's liking for school subjects.

per cent bracket, and eighteen rooms, or 3.81 per cent were placed in the 80-90 per cent group. Only two classrooms, or .38 per cent, were in the 90-100 per cent category.

The size of the classroom did not seem to have any bearing on its morale as measured here, for we find high morale classrooms with a large number of children in some instances while in others the number of children were small.

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